Mr. A. Sankara Puduval.—The President has no independent (individual) vote, unless the President votes with the Members in the beginning. The President has a right to vote at the time the vote is taken and the President can vote a second time and give the casting vote, if the occasion arises. The President has not voted in the beginning, and so he has lost his independent vote.

Mr. S. S. Koder.—The President never votes with his hands.

Mr. A. Sankara Puduval.—I beg to submit that the President has no individual vote unless he cares to vote with the Members. The President has not voted in this matter with us, and no occasion has arisen to give the casting vote. The section is also clear on the point ("shall have in the case of equality of votes a second or casting vote"). That presupposes that the President also must have voted with the Members before the poll, and the result was a tie.

President.—I gave my independent vote.

Mr. A. Sankara Puduval.—You have no right to give your independent vote after the counting is over. You have to vote with us, if you choose to do so. If you don't vote, you cannot take part in the division. The procedure in the British Parliament is the same. The President must say "I propose to vote" and vote, and if the votes on either side be equal, then he gives the casting vote.

President.—It is not a matter which the House is entitled to know.

Mr. A. Sankara Puduval.—The House has a right to know whether the President chooses to take part in the division or whether he remains neutral.

President.—I had no time to include myself in the poll.

Mr. A. Sankara Puduval.—Quite so. May I draw your attention to section 9, sub-section 3?

President.—I did not give my casting vote; it was my independent vote.

Mr. A. Sankara Puduval.—It is for the Chair to rule. We have only to bring the matter to your notice.

President.—I rule that the motion is lost.

Secondary Education—Boys' schools—Specialists.

Motions Nos. 8, 9 and 10.

Mr. I. E. Ambooken.—*To reduce the allotment of Rs. 1,91,898 for "Secondary Education—Boys—Specialists"—by Rs. 1,000.*

Mr. K. T. Mathew.—*To reduce the allotment of Rs. 840 for "Education of the Depressed Classes" by one rupee.*

Mr. M. K. Raman.—*To reduce the allotment of Rs. 840 for "Education of the Depressed Classes" by one rupee.*

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The above motions were considered to have been withdrawn, as the Members did not move them when called upon to do so.

Motion No. 11

Mr. E. Ikkanda Wariar.—*To reduce the allotment of Rs. 100 for "spinning classes" by one rupee.*

President.—Then, motion No. 11, standing in the name of Mr. Ikkanda Wariar.

Mr. E. Ikkanda Wariar.—Sir, I beg to move for the reduction of the allotment of Rs. 100 for spinning classes by Re. 1. My object in doing so is to draw the attention of the Government and this House to the inadequacy of the provision made for the teaching of spinning in schools and the half-heartedness with which the Government is carrying out the solemn promise made on the floor of this very House when they accepted my resolution. I may be considered as a tiresome and troublesome man who insists on forcing his views where they are not wanted. I deliberately take the risk of being regarded as such, as I am convinced of the importance of the matter.

Let me not be misunderstood as not having understood what the Education Department has done in this matter so far. I know that the Director of Public Instruction is very enthusiastic about it. He is also fortunate in having some really enthusiastic subordinates under him like the Inspector of Schools for the Southern Division. *The Administration Report* of that department for the year 1101 also shows that they are completely alive to the importance of this subject. But what is the use of their enthusiasm, if they are not given sufficient funds at their disposal to give it a practical shape? During the discussion on my spinning resolution, I remember having heard him say that his work in this line will depend upon the funds which the Government will be able to place at his disposal. The question, therefore, is whether the allotment of Rs. 500 for the coming year is sufficient for doing any substantial work in this line.

Before doing that, let us see what the Government has done so far to give effect to my resolution which they have substantially accepted. It was accepted, you may remember, in Vrischigam 1101. About 18 long months have elapsed after that. Some time after they accepted it, they gave a cold dough to it by issuing an order that it is not possible or desirable to introduce compulsory spinning in the schools in Cochin-Kanayannur and Cranganur taluks, as there are other industries more suited to those places. They made a miserly allotment of Rs. 300 for 1102 in the budget. What they have done with it, and how far they succeeded in introducing spinning in schools we

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have yet to learn. I had sent some questions in the last legislative session with a view to get some statistics about the actual work done in this direction. The Government was not pleased to answer them. I have sent those questions again to be answered in this session. But they have not yet answered them, and I do not know whether they are going to answer them at all. But I must state that those answers would have helped us much in to-day's discussion. We thus find ourselves to-day in the unhappy and uncomfortable position of having to argue without statistics. The Hon'ble Member for Education was saying yesterday that spinning has been introduced in as many as 200 schools in the State. You may remember that my resolution was for the compulsory teaching of spinning in all the schools of the State. It is not sufficient to pick out a few boys or girls in a school and teach them a few days in a year, and then write in the administration report that spinning is being taught in that school. Is there a single school out of the 561 schools or so in which all the pupils are compulsorily taught spinning as any other subject? In how many schools was it able to find a place in the time table? We have about a lakh and fifteen thou sand boys and girls in our schools. How many of them spin daily? If so, how long have they been doing it and with what result? These are some of the informations which the House is entitled to know.

The administration report says that, though spinning is only in its initial stage, it is carried on with marked success in some of the schools (vide page 43 cf the report). And yet we were told by the Hon'ble Member for Education yesterday that they allotted only a small amount next year, because they are not yet quite sure whether it will not be a losing concern. Can he say that he tried it in any one school? Has he given it a fair trial? If not, what are the reasons, I ask, for the nervousness? Is there any subject that is taught in our shcools which is self-supporting? If not, why this invidious distinction with regard to this life-giving industry?

Again, the Hon'ble Member says that spinning is taught to those who are likely to make use of it probably as a profession after they leave schools? I do not understand why it is not insisted in the case of others also. I think that I have made it clear during the discussion on my resolution that it is intended for the prince and the peasant alike. If not, why should the kind and benevolent Maharaja of Mysore spin? Is it not to show his practical sympathy with the movement and his concern for the poverty of a large section of his subjects? Sir, it is the educated class, the rich and well-to-do in the towns

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that set the fashion to the people in the rural parts. The latter always try to imitate the former. So, all of them begin to spin, it gives a dignity to this profession in the eyes of the ignorant village people, and induces them to take to it. It is only in this way that the movement will take root again in our soil.

Another reason alleged by the Hon'ble Member for Education for the slowness with which they proceed in introducing spinning in schools is that he does not want to give room for the cry of superfluity in handicrafts as is often heard about literary education. I wish we had such a day in our State. How long have we to wait to hear "Enough of clothes" "Enough of food" God alone knows. I can only say it is a millennium; however much we may wish for it, we will never be able to reach it in this generation.

Again, the Hon'ble Member for Education says that this allotted amount of Rs. 500 does not represent the amount actually spent upon it. Some more amount is spent upon it according to him. What is the exact figure of amount nobody knows. If you propose to spend more on it, why are you so shy to show it in the budget? Sir, I submit this is only an eye-wash.

Let us now see what the department will be able to do with this Rs. 500. To distribute this among all the schools, it is neither practicable nor desirable. You will not be able to give them a rupee each. It you take the total number attending the schools, it will represent only a fraction of a pie per head per year. To me it appears that this amount will hardly be sufficient to stock cotton in its proper season, if you want to do any substantial work in this line.

Sir, this alottment of Rs. 500, for such an important subject is too small, too miserly. I do not know how to characterise this attitude of the Government. I think I called it step-motherly last year, and I see no reason to change it this year also. Sir, it is a movement for the uplift of the economic condition of the poor. It deserves a little more of your sympathy and consideration. You pour money—the poor man's money—for your revenue represents the labour of the poor man—you pour money like water on your college buildings and laboratories. You find no difficulty to provide Rs. 8,000 for the luxury of an electric plant in the General Hospital. You even provide Rs. 2,500 for the repair of the carnivora house, peacock house and rabit house, you easily provide, Rs. 2,500 for the construction of porticoes for leopards and lion houses in the Trichur Museum, and yet you do not find it possible to allot more than Rs. 500

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a year for the encouragement of this noble and life-giving industry. Let it not be said of you, Sir, that you care more for the luxuries of the rich and the animals in the Museum than for the absolute necessities of a large section of the poor houseless human beings.

President.—Do you press the House to a division?

Mr. E. Ikkanda Wariar.—No, I wish only to draw the attention of the Government to these points. I withdraw.

Primary Education—Boys' schools—Establisment.

Motion No. 12.

Mr. I. E. Ambooken.—*To reduce the allotment of Rs. 5,000 for "Lump sum for opening of additional divisions of classes" by Rs. 2,000.*

President.—Then, motion No. 12, standing in the name of Mr. Ambooken, to reduce the allotment of Rs. 5,000 for "lump sum for opening additional divisions of classes" by Rs. 2,000.

Mr. I. E. Ambooken.—Sir, I beg to move that a sum of Rs. 2,000 may be reduced from the sum of Rs. 5,000 allotted for opening additional divisions of classes in the Primary department. My object in bringing this motion is to show that a sort of differential treatment is shown by the Government towards aided schools. In many of the classes and divisions in schools conducted by the department, there is a great deficiency of strength which has been fixed by the Government as 30. As a punishment for the deficiency of the minimum strength in grant schools, the Government insists that half the grant will be held over for that class which has got the deficiency. I do not understand what justification is there to cut short half the grant for the deficiency of even one boy or girl in a class in an aided school, while there are such cases and even worse cases in a good number of Government schools. (*Hear, hear.*) If there is a deficiency of strength in a Government school, there is no body to answer and nobody to suffer, whereas, if it is an aided school, the Manager has to lose half the grant of that class. So I consider this as a sort of differential treatment towards aided schools which are doing the same sort of duty towards the uplift and education of the public. In any way, the deficiency of aided institutions is much less when compared with the institutions of the Government. So, I do not find any reason for this differential treatment. I hope all the Members of this House will really join with me and support my motion.

Mr. C. A. Ouseph.—Sir, I support the motion of the Member for Adur. I have some other reasons besides those mentioned by the Member. I would concentrate in this motion upon some of the vagaries of certain Committees and Boards

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which have been appointed by the Government to regulate education in the State. You may ask me how it comes under this motion. The reduction proposed is from an amount earmarked for the opening of new classes. If you are going to teach boys as you do now with their present text-books, I would ask why should you open more classes and spoil the boys that go there? Sir, we have got the Malayalam Improvement Committee in the State. They are more or less responsible for the improvement of that language. I love the language as any one else, and, therefore, it is that I condemn the actions of the Malayalam Improvement Committee. In the appointment of committees in the State there seems to be a failing on the part of the Government towards persons with certain initials, and those initials are "V. K." (*Hear, hear.*) Why, Sir, do we find in certain committees constituted in the State, especially the Malayalam Improvement Committee and the Text-Book Committee, so many members with this initial "V. K."—the Malayalam Improvement Committee especially filled with members of a particular community. Sir, are not all classes and religions in the State interested in the improvement of Malayalam? Do they not know Malayalam? Has this department of the Government been aware that in this State there are Christians, Mussalmans, Ezhuvas, Valans, etc., who are really educated, and who are scholars in the vernacular? But the Government have confined the Committee to a certain body of people, and there you see these initials often predominating. Sir, these committees are responsible for the selection of text-books in the State. A certain gentleman from Travancore, I think his name is Paul, has got a number of text-books, and his text-books got the approbation of this Malayalam Improvement Committee. I have no time to go into details, but I may tell you that, in these text-books, you come across bad language, bad grammar and miserable printing. Are you going to educate your children with these? If instances are wanted, I shall quote. Sir, one of these text-books teaches that the hump of the camel is full of water. It is new information to me. My friend, the Member representing the South Ezhuva Constituency, who is a Zoology student, will enlighten the House on this point. Then the little boys are taught that the Sun is God, and they are asked to worship him. Is this the religion that is to be taught to our boys? (*Hear, hear.*) And there are several other mistakes. We should get our text-books written by enlightend men—cultured men who can read and understand the minds of boys and mould it and shape it, so that they may become real citizens in the future. But the Text-Book Committee do not seem concerned with that, nor the Malayalam Improvement

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Committee who are together responsible for the text-books that are in use in our schools. If you find that there is bad grammar in these text-books, if you find that there is bad language, if you find that there is bad printing, and if you find that these books abound with scientific and other mistakes, Sir, is it not time for you to call upon these committees to explain ? (*Hear, hear.*) I request the House to vote for this motion. Our children are being spoiled. Our future depends upon the good and useful training given to our children, and these children are now taught that the hump of the camel contains water, and that the sun is a God.

President.—Why do you repeat it ? There is no time for repetition.

Mr. C. A. Ouseph.—I think I can perorate, and peroration is repetition. I am told the Queen Bee lays 1,000 eggs a day. It is also a piece of new information. Such things are printed in these text-books, and the Malayalam Improvement Committee and the Board of Studies and the Text-Book Committee have approved these books, and our boys and girls are compelled to purchase these.

After all, cannot these books be printed in our State? Most of these are printed in Travancore. Is Cochin so very poor in the matter of printing? Cannot the Government get it printed in Cochin State itself ?

For these reasons, I support the motion of the Member for Adur.

മിസ്റ്റർ പി. കുഞ്ഞുമഹമ്മദ്.—ഈ പ്രമേയത്തെ ഞാൻ പിൻതാങ്ങുന്നു. വിദ്യാഭ്യാസസംബന്ധമായി എനിക്കു പല തും പറയാനുണ്ട്. അതിലേക്ക് ഇന്നൊരു ദിവസംമാത്രമെ അനുവദിച്ചിട്ടുള്ളൂ. അതിനാൽ മുഴുവൻ സംഗതിയും പറയാൻസൌകര്യമൊ സമയമൊ ഇല്ലാതെയാണ് വന്നിരിക്കുന്നതു്.

സർ, ഇപ്പോൾ വിദ്യാലയങ്ങളിൽ പഠിപ്പിക്കാനായി തിരഞ്ഞെടുക്കപ്പെട്ടിരിക്കുന്ന പുസ്തകങ്ങളിൽ കടന്നുകൂടിയിട്ടുള്ള പൊതുവായ ചില ദോഷഭാഗങ്ങളെ എനിക്കുമുമ്പായി പ്രസംഗിച്ചുകഴിഞ്ഞ മാന്യൻ ഇവിടെ പറഞ്ഞുവല്ലൊ. മുസ്ലീങ്ങളെ സംബന്ധിച്ചു ഈ വക പുസ്തകങ്ങളിൽ അടങ്ങിയിരിക്കുന്ന ചില വിഷയങ്ങളെ എടുത്തു പറയാനായിട്ടാണ് ഞാൻ ഈ ഉപക്ഷേപത്തെ പിൻതാങ്ങിയിട്ടുള്ളതു്.

ഞങ്ങളെ "മഹമ്മദീയർ" എന്നു് വിളിക്കാതെ മുസ്ലീങ്ങൾ എന്നു വിളിക്കാൻ ഏർപ്പാടുചെയ്യേണമെന്നു് ഒരു ചോദ്യംമൂലം ഞാൻ ഇതിനു മുമ്പുതന്നെ ഗവൺമെണ്ടിനോടു് ആവശ്യപ്പെടുകയും ഗവൺമെണ്ടു് അതിനെ സ്വീകരിച്ചു് ഒരു കമ്മീഷനിക്കു് പ്രസിദ്ധപ്പെടുത്തുകയും ഉണ്ടായി. ഈ പുസ്തകം അച്ചടിക്കുന്നതിനുമു

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ന്വായിരുന്ന ആ പ്രസിദ്ധീകരണം. എന്നിട്ടും ഈ പുസ്തകങ്ങളിൽ എല്ലാസ്ഥലത്തും ''മഹമ്മദീയർ'' എന്നാണ് ഉപയോഗിച്ചുകാണുന്നതു്. ''മുസ്ലീങ്ങൾ'' എന്നു വിളിക്കാൻ ആജ്ഞാപിക്കുന്ന ഗവമ്മെണ്ടുതന്നെ കുട്ടികളെ പഠിപ്പിക്കാൻവേണ്ടി മുഹമ്മദീയർ എന്നു് ഉപയോഗിക്കുന്ന പുസ്തകങ്ങളെ തിരഞ്ഞെടുത്തതിന്റെ അനൌചിത്യം ഇവിടെ പ്രസ്ഥാപിക്കാതിരിപ്പാൻ നിവൃത്തിയില്ല. ചെറുപ്പത്തിൽ ''മുഹമ്മദീയർ'' എന്നു വിളിച്ചുപഠിപ്പിച്ചാൽ അവർ മുതിന്നതിനുശേഷം ''മുസ്ലീം'' എന്നു വിളിക്കുവാൻ വളരെ ക്ലേശിക്കേണ്ടിവരും. മുസ്ലീങ്ങൾ എന്നുവിളിക്കാൻ ആവശ്യപ്പെട്ടന്ന ആ ഗവമ്മെണ്ടുതന്നെ മഹമ്മദീയർ എന്നു പഠിപ്പിക്കുകയും ചെയ്യുന്നു. ഇതു് പരസ്പര വിരുദ്ധമായ സംഗതികളാണു്. അതിനാൽ ഈ ഭാഗങ്ങളെ ഗവമ്മെണ്ടു് പ്രത്യേകം നോട്ടുചെയ്യുന്നതിക്കണമെന്നാണു് എന്റെ അപേക്ഷ.

'മഹമ്മദ്'നബിയെ 'നിബി' എന്നാണു് ഇവിടത്തെ ചരിത്രപുസ്തകത്തിൽ എഴുതിക്കാണുന്നതു്. മുസ്ലീങ്ങൾ 'നിബി' എന്നല്ലാ 'നബി' എന്നാണു് ഉച്ചരിച്ചു പഠിപ്പിക്കുന്നതും വിളിക്കുന്നതും. ഈ ചരിത്രം എഴുതിയ ആൾക്കാകട്ടെ നബി എന്നോ നിബി എന്നോ എങ്ങിനെയാണു് ഉച്ചരിക്കേണ്ടതു് എന്നുപോലും ഒരു രൂപവും ഇല്ലെന്നു് ഇതിൽനിന്നും മനസ്സിലാകുന്നു. ഒരു വാക്കു ചൊവ്വെന്നേരെ ഉച്ചരിക്കുവാൻ അറിഞ്ഞുകൂടാത്ത ഒരാളാണു് പുസ്തകം എഴുതിയിരിക്കുന്നതു്. ഒരാൾ ഒരു പുസ്തകം എഴുതുവാൻ ഭാവിക്കുമ്പോൾതന്നെ ആ വിഷയത്തെക്കുറിച്ചു് പുസ്തകങ്ങൾവഴിയും മറ്റുമാർഗ്ഗമായും നല്ല അറിവു സമ്പാദിക്കണം. അതിനുശേഷമെ പുസ്തകം എഴുതാവു. അങ്ങനെയല്ലാത്ത ഈ വക പുസ്തകങ്ങൾ ഇംപ്രൂവ്മെൻറ് കമ്മറിക്കാർ അംഗീകരിച്ചതിൽ എനിക്കു വളരെ അത്ഭുതമുണ്ടു്.

മഹമ്മത്'നബിയുടെ ഭാര്യമാരായ ഖദീജ, ആയിശ മുതലായ വന്ദ്യമഹതികളെ 'അവൾ' എന്ന അലക്ഷ്യമായും നിന്ദ്യമായും പലഭാഗത്തും ഈ ചരിത്രപുസ്തകത്തിൽ ഉപയോഗിച്ചു കാണുന്നതിനേയും ഞാൻപ്രതിഷേധിക്കുന്നു. സാധാരണ മാന്യയായ ഒരു സ്ത്രീയെപോലും 'അവൾ' എന്നു വിളിക്കുന്നതു് പോരായ്മയായിട്ടാണു് നാം ഗണിച്ചുവരുന്നതു്. ആ സ്ഥിതിക്കു് നാല്പതുകോടി ജനങ്ങൾ ആദരിക്കുന്ന ഒരു മാതൃകാപുരുഷന്റെ വന്ദ്യഭാര്യമാരെ 'അവൾ' എന്നപദം—അതെ ഹ്ലേച്ഛമായപദം—കുട്ടികളെ പഠിപ്പിക്കുവാനായി ഉപയോഗിച്ചിരിക്കുന്ന പുസ്തകം വളരെനിന്ദ്യമാണെന്നു പറയേണ്ടിവന്നതിൽ ഞാൻ വ്യസനിക്കുന്നു. (*Hear, hear.*)

കൂടാതെ മഹമ്മതനബിയെ പറ്റി പലദോഷഭാഗങ്ങളും ഈ പുസ്തകത്തിലുണ്ടു്. അദ്ദേഹം ആടുമേച്ചു നടന്ന ആളാണു്. ഖദീജ എന്ന സ്ത്രീയുടെ വ്യവഹാരകാര്യസ്ഥനായിരുന്ന എന്നി

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ങ്ങിനെ ചലതുമുണ്ട്. ഈ സംഗതിയിൽ ഈ ചരിത്രകാരന്റെ ചരിത്രജ്ഞാനത്തെപ്പറ്റി വ്യസനിക്കാതിരിക്കുവാൻ തരമില്ല. യാതൊരു നീതിന്യായവുമില്ലാതെ; നീതിന്യായം എന്താണെന്നുതന്നെ അറിയാൻ പാടില്ലാതെ പരസ്പരം കലഹിച്ചും വഴക്കടിച്ചും ജീവിച്ചിരുന്ന അറേബ്യൻ ജനക്കൂട്ടത്തിലെ ഏതു നീതിന്യായ കോടതിയിലാണ് അദ്ദേഹം വ്യവഹരിച്ചിരുന്നതു് (?) എന്നു ഈ മഹാചരിത്രകാരൻ ചൂണ്ടിക്കാണിച്ചു തന്നിരുന്നെങ്കിൽ കൊള്ളാമായിരുന്നു. ഇതു് ചരിത്രസംബന്ധമായ ഒരു അബദ്ധപ്രതാവനയാണു്.

ഇസ്ലാംമതത്തെ "മഹമ്മദ് മതം" എന്നുവിളിക്കുന്നതിനേയും ഞാൻ ബലമായി എതുക്കുന്നു. ഖുർആൻ അതിനെ നിഷേധിക്കുന്നു. ഇക്കാര്യങ്ങളിൽ ഗവമ്മെണ്ടു് പ്രത്യേകം ശ്രദ്ധപതിക്കണം.

പ്രസിഡെണ്ടു്.—ഈ കാര്യത്തെപറ്റി നിങ്ങളുടെ ഒരു ഡെപ്യൂട്ടേഷൻ എന്നെ കാണുവാൻ വന്നിരുന്നു. അവർ ചിലസംഗതികൾ പറയുകയുണ്ടായി. ഇങ്ങനേയുള്ള പ്രതാവനകൾ ഏതേതുപുസ്തകങ്ങളിൽ ഏതെല്ലാംഭാഗങ്ങൾ ആണു് എന്നു് നോക്കി ഒരു ലിസ്റ്റും തയ്യാറാക്കിക്കൊണ്ടുവീണ്ടും ഒരിക്കൽവരുവാൻ അവരോടു ഏർപ്പാടുചെയ്തിട്ടുണ്ടു്. അവരുമായി വീണ്ടും കണ്ടതിനുശേഷം ആ ഭാഗങ്ങൾ പുസ്തകങ്ങളിൽനിന്നു് എടുത്തുകളയുന്നതിനൊ പഠിപ്പിക്കാതിരിക്കുന്നതിനൊ ഏർപ്പാടുചെയ്യാം.

മിസ്റ്റർ പി. കുഞ്ഞുമുഹമ്മദ്.—വേറെയും പല ദോഷാഭാഗങ്ങളുണ്ടു്. സമുദായങ്ങളെ പരസ്പരം കലഹിപ്പിക്കുവാനുള്ള വിഷവിത്തുകൾ ആ പുസ്തകങ്ങളിൽ വിതച്ചിട്ടുണ്ടു്. ഇപ്പോൾ വടക്കെ ഇന്ത്യായിലെങ്ങും വലിയ ഹിന്തുമുസ്ലീം ലഹള നടന്നുവരികയാണു്. അതിനെ തടയുവാൻവേണ്ടി നേതാക്കന്മാർ പലവേലകളും ചെയ്യുന്നുണ്ടു്. എന്നാൽ നമ്മുടെ നാട്ടിലാകട്ടെ ആവക ലഹളകളൊന്നും ദൈവാനുഗ്രഹത്താൽ ഉണ്ടായിട്ടില്ല. നമ്മുടെ ഈ ഗുണഫലത്തിനു് ഭാവിയിൽ ഒരു ലഹളയുണ്ടാവേണ്ട ഉപകരണങ്ങൾ ആ പുസ്തകങ്ങളിൽ നിക്ഷേപിച്ചിരിക്കുന്നു. (ചിരി).

ഇനി ഒരു കാര്യം കൂടി പറയുവാനുണ്ടു്. ഒരു മതത്തെപ്പറ്റി പുസ്തകം എഴുതുവാനൊ എഴുതിക്കുവാനൊ ആലോചിക്കുമ്പോൾ ആ മതസ്ഥന്മാരെയൊ മതസ്ഥന്മാർ നിയോഗിക്കുന്നവരേയൊ വേണം അതിലേക്കു ക്ഷണിക്കേണ്ടതു്. ഈ സംഗതി ഗവമ്മെണ്ടു് മറക്കരുതെന്നു അപേക്ഷിച്ചുകൊണ്ടു ഉപസംഹരിക്കുന്നു.

Mr. George Chakyamuri.—Just one word. There is one motion standing in my name under "Education—Total" to be reduced by one rupee.

I shall just say what I have got to say. It is about some special selection of examiners by the Board of Education. I have brought this matter to the notice of the House more than once

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and to my great disappointment, I find the Government is not making any improvement in this direction. I allude to the objectionable practice of taking men from outside to be examiners, when there are any number of candidates available in our colleges and High schools. In the last budget session I pointed out a particular instance, and that was the Legislative Assistant to the Government Advocate being appointed an examiner for the School Final Examination. I told the Government that that gentleman was a man with no experience in teaching. He was never a teacher anywhere on the face of the earth. I pointed out to the Government the absurdity in making such a gentleman an examiner for the School Final Examination, particularly because it was my contention that such a gentleman will have no idea of the particular standard to which our students are taught in our schools.

President—But were you not furnished with an answer ?

Mr. George Chakayamuri.—I shall come to that. Then, immediately after that, my information is, that particular gentleman was appointed as the chief examiner for the School Final Examination. The House will understand this gentleman is even now the Legislative Assistant to the Government Advocate drawing Rs. 125 per mensem. Immediately after my criticism, he was again appointed as the chief examiner for the School Final. Then, I put a few questions, and the Director of Public Instruction was pleased to tell me that the matter was confidential. With regard to his having been appointed in previous years, I asked him whether he had any teaching experience. He told me that he had not. Then I asked him whether there was any special reason for appointing him, and then the Director of Public Instruction was pleased to tell me that he had examining experience. I now ask the Director of Public Instruction what experience he had at the time when he was first appointed as examiner for the School Final Examination. Now, we have got any number of young men, Literary graduates, History graduates, Philosophy graduates, in our schools and colleges, and I do not find any justification in entertaining a man from outside. Of course, there might have been days when competent men were wanting in our State, and so examiners were taken from outside, and I can understand that position of the Government. But now, as it is, when we have got any number of men in educational service, why should we take outside men. That is all I have got to say.

Mr. M. K. Raman.—Sir, I avail myself of the opportunity to speak a few words. I am called upon by the Hon'ble Member for Chalakkudi to say whether the hump of a camel consists of water or something else. I can assure him that it does not

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consist of water. It consists mostly of fat and reserve food materials. I could point out more ridiculous absurdities, in some of the text-books they prescribe. And that is, this—the power necessary for running a train is obtained from the sun. There is a sentence here. "ഒരു തീവണ്ടിയെ അതിവേഗത്തിൽ ഓ ടിച്ചോടുന്ന യന്ത്രത്തിനുള്ള ശക്തിയും സൂര്യനിൽനിന്നു കിട്ടുന്നതാണ്"

Mr. C. Matthai.—It is not so absurd as it looks. I think it is an acceptable principle of science that the sun is the source of energy. (*Cries of "Oh!" and continued laughter.*)

Mr. M. K. Raman.—Sir, this is the book that is taught in the 4th class. How can the little children understand the meaning of this, even if it has any. And then, again, this book consists of a number of grammatical mistakes. The monkey resembles the limb of a man, not that the monkey resembles man in bodily appearance but resembles a limb. On an examination, I have got hundreds of other instances to show grammatical mistakes and spelling mistakes. This is the sort of stuff that is being taught to our children

President.—Who is the author?

Mr. M. K. Raman.—I do not know whose production it is. This is the book that is taught in the 4th class, and there are ever so many mistakes. My submission is the root cause lies in the fact that many members who are in the Education Department are chosen for the Text-Book Committee. There is the Chief Inspector who is the President of the Committee, and most of the members are from the Education Department. So, if the President approves of a certain book, there is no question of a member saying "No". And therein lies the root cause of the whole defect. I may also add along with that, that they particularly select special individuals from the department whom they have special reasons to like. It is in the selection of the members of the Text-Book Committee that all this defect lies. That is all that I have got to submit about it.

Mr. I. E. Ambooken.—May I know whether the time will be extended to-day? We began only at 12. Yesterday it was not decided. We will sit till half past five.

Mr. C. Matthai.—Have I not got a chance of reply?

Mr. M. K. Raman.—In view of the fact that we began only at 12 o'clock to-day, and that there are other important cut motions, I request the President to extend the time by half an hour that we lost in the morning.

President.—And then, there is the selection of members for the Standing Finance Committee.

Mr. T. K. Krishna Menon.—I wish to point out that we generally have question time from 11-30 to 12-30. To day, although we had to begin at 12, when the questions were over, it

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was only 3 minutes after 12, so that we began the discussion on the cut motions earlier than usual.

President.—That is all true, but they want to extend the time. I want to rise. I shall ask the Deputy President to go on with the work. Will you please occupy the Chair, if we sit for half an hour more?

Mr. V. K. Kochunni Menon.—Yes, Sir.

The President left the House with the Agent to the Governor-General and the Deputy President took the Chair.

President.—May I know whether there is anybody else to support the motion? We want 5 minutes for the selection of members for the Standing Finance Committee. That we shall take up last.

Dr. A. R. Menon.—I want to make this point clear. The point raised by the mover is about the number of scholars in th class. He said that in Sirkar schools, whatever be the number in a class, the question of grant naturally—

Mr. C. Matthai.—Sir, I should like to explain one or two matters. Several observations were made by Members, and I shall just touch on some of the important points. For instance, we heard certain remarks about text-books. Well, some of these matters have been brought to my notice, and necessary action has been taken. I am quite prepared to admit that our Text-Book Committee and Malayalam Improvement Committee are liable to err as the very best of other people. And when mistakes are brought to our notice, we are quite prepared to rectify them. For instance, regarding what Mr. Kunhu Muhammad, the Member for Mussalmans, said, we received a communication about it some days ago, and that is engaging the attention of the Government. We have appointed certain committees, but then it is not possible that the choice made by the committees would be acceptable to every member of the public. Differences of opinion are apt to arise, and it is just possible that, when you approve of hundreds of books, there may be one or two blots or a number of blots in some of the books so approved, and every year this has happened. When these defects are brought to our notice we do what is necessary for putting matters right.

Mr. C. A. Ouseph.—Just on a point of information. May I know whether there are other books approved by the Malayalam Improvement Committee adopted for use in these primary classes? My point is there are only these books.

Mr. C. Matthai.—There are several books.

Mr. C. A. Ouseph.—There are no other books.

Mr. C. Matthai.—The procedure is simply this. We have a large number of books which are approved. The Text Book Committee examines these books, and after they are satis-

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fied, Government approves of these as text-books, and they are put in the list. We have got a large number of such books, and the approval simply means they are fit for use in schools.

Mr. C. A. Ouseph.—I want to make matters clear. These books which are now used are published at the instance of the Malayalam Improvement Committee. These are the only books published by them for these classes.

Mr. C. Matthai.—There is the Board of Studies that has got to prescribe books. The Malayalam Improvement Committee does not prescribe books.

Mr. C. A. Ouseph.—They publish these books.

Mr. C Matthai.—There are three departments. There is the Improvement Committee which is for the improvement of the Malayalam language and literature, to prepare new books or select books or encourage authors. Therefore, they prepare some books which are used as readers in classes. Then, there is the Text-Book Committee which examines all the books that are submitted for its examination, and those are approved by them and published as such in the list. And then, there is the third body, the Board of Studies. Their work is to select certain books for use in schools in particular years. A book that is prescribed as a text-book has to pass through these two bodies. First, it has got to obtain the approval of the Text-Book Committee, and then, it has to be prescribed by the Board of Studies and finally approved by the Government. That is the procedure that is adopted. And in spite of all this scrutinisation, it so happens sometimes that there are mistakes and defects that go unnoticed, and if the Members of this House or others bring these defects to our notice, we take the necessary remedial steps. That has been going on every year. I do not say that the Text-Book Committee are not liable to make mistakes. None of these committees are infallible. And when such mistakes are brought to our notice, we do what is necessary.

Mr. C. A. Ouesph.—Do not the members of the Improvement Committee go through these text-books? Are they not scholars ?

Mr. C. Matthai.—The opinions of scholars may differ.

Mr. C. A. Ouseph.—It is not the question of opinion that I speak of. I shall just site the instance Mr. Raman quoted that that reader said that steam engines derive their energy from the sun. That is a statement of pure science, and you see it is inaccurate.

Mr. C. Matthai.—It is a statement of scientific fact that that the sun is the ultimate source of all energy, and some Members say that it is an erroneous statement in a text-book. I do not think so.

Mr. M. K. Raman.—When I pointed out that

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particular sentence, my object was not that it cannot be justified by remote argument. This is a lesson that is taught in the 4th class to the students, and, if the Hon'ble Member wants only mistakes, this book is full of it. Not one page is there in this book which does not contain at least one spelling mistake or grammatical mistake.

Mr. C. Matthai.—If you take a text-book published in London and go through the whole of it, you may find half a dozen spelling mistakes. So that you are to exercise a certain amount of tolerance in these matters. There is no use being too exacting. As I said, if there are omissions, or if there are inadvertent mistakes or anything of the kind, we are prepared to take necessary remedial steps.

Mr. C. A. Ouseph.—My case is these are written by the most incompetent men.

Mr. M. K. Raman.—They are not such accidental mistakes. These are quite incorrect. The learned Member said that mistakes are likely to occur, but these are committed out of mere ignorance.

Mr. C. Matthai.—I cannot go so far, when Members call in question the capacity of these gentlmen. Well, in the Malayalam Improvement Committee—I have got the list here—there is Mr. Achyuta Menon; I think he is a fairly good scholar in Malayalam.

Mr. M. K. Raman.—According to the Government.

Mr. C. Matthai.—As far as the Department is concerned, he is one of our most experienced officers, and we have a certain amount of confidence in him as an authority in Malayalam.

Mr. C. A. Ouseph.—He won't commit any mistakes.

Mr. C. Matthai.—Of course, he is not infalliable. He is capable of committing mistakes just as I am, just as anybody else is. Then there is Mr. V. K. Raman Menon. He is the District Educational Officer of Malabar. A gentleman of his position and attainments is supposed to know something about the Malayalam language and literature. Then there is Mr. Kundur Narayana Menon. He is a man of letters, and I do not think we can question his ability.

Mr. C. A. Ouseph.—All of the same initials.

Mr. C. Matthai.—We need not discuss about it simply because these happen to possess certain initials. The argument that, simply because certain persons possess certain initials, they should be debarred is quite unreasonable.

Mr. C. A. Ouseph.—Perhaps that is a qualification. Initials carry some weight.

Mr. C. Matthai.—Whether they have sufficient knowledge or not is the only question to be considered. And then there

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is Mr. T. K. Krishna Menon. We cannot question his knowledge of Malayalam. Then there is Mr. Sankaran Nambiyar who is recognised to be a Malayalam scholar. He is also a member of the Malayalam Improvement Committee. Then there are two others, Messrs. C. Kunhiraman Menon and V. K. Kunhan Menon. They also know something about Malayalam.

Mr. C. A. Ouseph.— Everybody else knows something about Malayalam.

Mr. C. Matthai.—They are literary men and of acknowledged merit, so far as Malayalam is concerned. Then we have got a Text-Book Committee. We have been hearing this complaint for long, and I may try and explain how such complaints arise. In the matter of the selection of a text-book, there is such a large number of authors who are all for the selection of their books, and the Committee gets such a large number of books, and every author naturally thinks that his book is the best. Out of 100 applicants only the production of one can be selected as the text-book, and all the 99 would say that a partiality has been shown. That is natural. We are a deliberative body here, and as such, we are not to be carried away by hear-say reports.

Mr. C. A. Ouseph.—These are the best productions of the authors.

Mr. I. E. Ambooken.—May I know whether the Hon'ble Member has anything to say on my point? (*Hear, hear.*)

Mr. C. Matthai.—Let me finish. I have only just begun. Half a dozen have spoken each on one or two subjects. I should be given reasonable time to answer all these.

Mr. S. F. Nunez.—There is only one motion, i. e., the Text-Book Committee.

Mr. C. Matthai.—I only request for reasonable time. I say, we have been receiving these complaints all these years, and what we have now done is we have appointed two Members of this House, viz., Messrs. N. Padmanabha Menon and M. K. Raman as members of the Text-Book Committee, and they have now a voice in these matters.

Mr. M. K. Raman.—I can't do anything with Malayalam, and if there is anything wrong, you can make it right. The Committee is divided into sub-committees.

Mr. C. Matthai.—I have got a communication from Mr. M. K. Raman. He wrote to us that he has been put into the Science Committee and not in to the Malayalam Committee, and that point is under consideration. We are using all possible checks, and I think the best check would be to appoint men who are Members of this Council. We have done that, as far as possible. And then, as regards division of classes, some Members said

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that there are very many Sirkar schools where the strength is below the minimum, yet Government allows it, that no such concession is extended to aided schools, and this difference is observed between Sirkar and aided schools. The first consideration in the case of aided schools is this. They are aided according to the funds placed at the disposal of the department, and the aided institutions of the State will have to satisfy the conditions laid down for Grants in-aid in the Code. So that there is always a budget limit. We prepare our budget and send it to the Government. Government scrutinizes it. Then it comes before this Council, and it is then only that we know as to how much is placed at the disposal of the department to be distributed in the way of grants, etc. Therefore, we have to see what expenditure has to be made from the allotment that is made for a definite purpose. So the main ground by which we go is this. If you have got a sufficient number of pupils in your classes, you get the full grant. But if the strength of your class is below the required minimum, we give you only a portion of the grant. That is simply due to the fact that we are dividing the allotment according to the extent of the funds placed at the disposal of the department. It is not a question of right. As regards Sirkar schools, there is this difference; the Sirkar is maintaining schools where there are no schools.

Mr. I. E. Ambooken.—Is there not any village in the State where there is a Sirkar school as well as an aided school?

Mr. C. Matthai.—There are many. There are also very many other areas where there are no aided schools at all but where the Government takes up the entire responsibility of education.

Mr. I. E. Ambooken.—There are places where there are Sirkar schools as well as aided schools. Are these rules insisted there also?

Mr. C. Matthai.—I have insisted in the case of many aided schools, and in some cases I have given special concession also. I have got several instances of aided schools where they are given full grant in spite of deficient strength. There are a large number of schools which are working in backward areas such as Vannamadai, Kolinjampara, Meenakshipuram, etc., where it is impossible to get the full number of pupils. Are you going to suppress all these institutions? I say there are these extenuating circumstances in favour of the Sirkar schools. It is not a question of partiality but is a case of totally different circumstances, and all these you have to take into consideration.

Mr. I. E. Ambooken.—I move that the question may now be put.

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Dr. A. R. Menon.—I second it.

The motion was put to the vote of the House and carried.

Demand No. XVIII was put vote and carried.

The maximum time allotted for the discussion of the demand having expired, the following cut motions lapsed under Rule 49 (2).

Motions Nos. 13—26.

Mr. I. E. Ambooken.—*To reduce the allotment of Rs. 10,150 for "Education of the Depressed Classes" by one rupee.*

14.

Mr. I. E. Ambooken.—*To reduce the allotment of Rs. 2,72,667 for "Grants-in-aid" by one rupee.*

15.

Primary Education—Boys'=Total.

Srimati T. Madhavi Amma.—*To reduce the allotment of Rs. 5,33,406 for "Primary education" by one rupee.*

Miscellaneous.

Mr. K. P. Karuppan.—*To reduce the allotment of Rs. 11,020 for "Special Stipends and Scholarships" by one rupee.*

Grants-in-aid.

Mr. K. T. Mathew.—*To reduce the allotment of Rs. 2,000 for "Contribution to Provident Fund of Aided School Teachers" by one rupee.*

Education—Total.

Mr. George Chakyamuri.—*To reduce the total allotment of Rs. 13,20,000 by one rupee.*

Mr. E. Ikkanda Wariar.—*To reduce the total allotment of Rs. 13,20,000 by one rupee.*

Mr. C. A. Kunjunni Raja.—*To reduce the allotment of Rs. 13,20,000 by one rupee.*

Mr. Poulo Mampilli.—*To reduce the total allotment of Rs. 13,20,000 by one rupee.*

Mr. S. F. Nunez.—*To reduce the total allotment of Rs. 13,20,000 by Rs. 1,00,000.*

Mr. C. A Ouseph.—*To reduce the total allotment of Rs. 13,20,000 by one rupee.*

Mr. K. S. Rama Ayyar.—*To reduce the total allotment of Rs. 13,20,000 by one rupee.*

Mr. T. A. Ramachandra Ayyar.—*To reduce the total allotment of Rs. 13,20,000 by Rs. 50,000.*

Mr. A. Sankara Puduval.—*To reduce the total allotment of Rs. 12,04,265 by one rupee.*

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